



KS1 - Years 1 & 2 Curriculum Guide August 2022

www.oryxschool.qa

Respect | Integrity | Excellence | Compassion | Responsibility

مدرسة أوريكس العالمية



Welcome to Oryx International School

Welcome to Oryx International School, at Oryx we believe the first step in your child's education is the most important one. We pride ourselves on providing a unique, learning-enriched environment accompanied by high-quality and experienced teaching staff.

We believe that every child is unique and special and it is our job to provide them with the appropriate attention, care, support and encouragement required to bring

out his or her own talents and strengths. We lay down the foundation for children's success to move from one key stage to another to achieve both academically and personally throughout life.

Oryx International School is owned by Qatar Airways and managed by Orbital Education and is exclusively for the children of employees of Qatar Airways.



Orbital Education

Orbital Education, which is based in the UK, owns and operates a growing group of international schools across the globe that cater for students between the ages of 3 and 18 years.



They specialise in delivering the English National Curriculum, enhanced to meet the needs of an internationally diverse student population.

What we do

Our mission

Our mission at Oryx is to deliver an engaging, value rich, broad and balanced 'British International Education Programme' to the children of the employees of Qatar Airways by highly qualified and experienced UK teachers.

Our vision

Our vision is to ensure that students leave Oryx International School enabled, confident and ready to face the challenges that their next stage of life will bring. They will have developed effective behaviours that will enable them to thrive and succeed as global citizens of the 21st century.

Our aim

We aim to provide a happy, secure and caring environment in which the students feel safe and nurtured. This, combined with educationally stimulating surroundings and activities, encourages our students to develop their inquisitive nature and learn at their own pace.

Behaviours for learning and attitudes for life

Values | Community | Support | Engagement | Achievement

The lists of 'behaviours and attitudes' are to help students gain a better understanding of what is expected and are by no means exhaustive.

Behaviours for learning

- Be knowledgeable
- Ask questions
- Take responsibility
- Work as part of a team
- Set goals
- Have a go and don't give up
- Listen
- Think
- Communicate

Attitudes for life

- Help others whenever you can
- Care about the environment
- Be positive and optimistic about life.
- Be nice to people and animals
- Respect everyone
- Be tolerant
- Support others
- Be open minded
- Keep mentally and physically healthy and fit

Our school values

Respect | Integrity | Excellence | Compassion | Responsibility

Code of Conduct

All members of our school community are valued and should value others.

Be respectful

- in speech and conduct
- by showing respect for others
- by being attentive
- by speaking when it is your turn to do so
- by respecting school equipment and that of your classmates
- by speaking in the language of the class

Be prepared

- by wearing the school uniform correctly
- by being on time
- by being organised
- by having all the correct equipment
- by being ready to work

Be hard-working

- by following instructions
- by starting work quickly
- by being focused on the learning activity
- by completing homework

Be responsible

- by taking pride in your work
- by caring for your surroundings
- by moving around the school calmly
- by observing all safety practices
- by using all equipment carefully

Certain forms of behaviour will not be tolerated under any circumstances:

- Bullying and malicious teasing
- Cyberbullying (in or out of school time)
- Physical or verbal abuse
- Persistent lying to a member of staff
- Stealing
- Vandalism
- Cheating in an exam
- Insolence towards any member of staff

PLEASE NOTE

Mobile phones are not allowed to be used during the school day, whilst on site, on a school trip or at an official school event. Secondary students can only use their mobile phones with the teacher's permission for collection at the end of the school day.

Chewing gum, all nuts and sunflower seeds and carbonated soft drinks are not allowed in school.

We have a very clear set of procedures for dealing with any breach of conduct at school and whilst we endeavour to support and reinforce positive behaviour, students will be accountable for their own actions and should expect consequences for any unacceptable behaviour as per our Rewards and Sanctions Policy.

Parents and visitors

Parents and visitors are expected to treat all staff, including facilities staff, and students with respect. Anyone using loud, abusive or aggressive language, intimidation, physical threats or ignoring the instructions of staff will be asked to leave the premises and reported to Qatar Airways HR department and the authorities if necessary.

Please Note: Due to COVID restrictions parents must have a prior appointment to come into school.

Reporting incidents

Students have a responsibility to report incidents of bullying, stealing and vandalism to a member of staff because these things are very damaging to the community to which you belong; covering up for others will do much more harm than good. Please speak to your children about this.

Academic year calendar 2022 - 23

Academic Year begins	Tuesday, 16 August 2022
Mid-term break	Tuesday, 11 to Thursday, 13 October 2022
Last day of term 1	Thursday, 17 November 2022
FIFA World Cup shutdown	Sunday, 20 November 2022
Qatar National Day	Sunday, 18 December 2022
Term 2 begins	Monday, 2 January 2023
Qatar National Sports Day	Tuesday, 14 February 2023
Mid-term break	Sunday, 12 to Thursday, 16 March 2023
Ramadan*	Wednesday, 22 March to Friday, 21 April
Last day of term 2	Thursday, 20 April 2023
Eid National Holidays*	Sunday, 23 to Thursday, 27 April 2023
Term 3 begins	Sunday, 30 April 2023
Last day of term 3	Monday, 26 June 2023

* To be confirmed

** Students sitting International GCSE or A Level exams may be required to stay longer depending on the exam timetable from Edexcel/Pearson Examination Board. These exams are set by the Exams boards in the UK and cannot be changed. We should receive these dates in September

School timings

07:00	School gates / doors open
07:15	School gates / doors close
07:15 - 07:30	School starts - Registration taken
07:30	Lessons commence
13:55	School gates / doors open
14:00	End of school day
14:15	School gates / doors close for 14:00 pick up
14:10	ASAs begin (if MOE and MoPH approval for the 2022/23 academic school year)
15:00	ASAs end - Children must be collected on time
15:30	External ASAs begin - TBC

Note:

- Students will be marked as 'late' if they arrive after 07:15
- Students who arrive after the gates close must report to Reception, which is accessible via Gate 2. Reception will ensure that the class register is updated and they are marked as present.
- Any children not collected on time must be collected from the main security gate.

Key Personnel

Academic staff

Year group	Teacher	Class name
Year 1 Teacher and Year Leader	Miss James	Vietnam
Year 1 Teacher	Mr Brame	Indonesia
Year 1 Teacher	Mrs Corrie	Cambodia
Year 1 Teacher	Miss Ali	Malaysia
Year 1 Teacher	Miss Blucher	Thailand
Year 1 Teacher	Ms Moktar	Nigeria
Year 2 Teacher and Year Leader	Mr Mistry	South Africa
Year 2 Teacher	Mr Franklin	Tanzania
Year 2 Teacher	Mrs Shah	Singapore
Year 2 Teacher	Mr Mossey	Senegal
Year 2 Teacher	Mrs Rasib	Sudan
Year 2 Teacher	Mrs Texeira	Kenya
Year 2 Teacher	Miss Stonehouse	Algeria

Key Senior Leadership Team

Executive Principal	Mr Laidlaw	exec.pa@oryxschool.qa
Vice-Principal Primary	Mrs Smith	andrea.smith@oryxschool.qa
Assistant Principal	Mr Mernagh	liam.mernagh@oryxschool.qa
Assistant Principal	Miss Kelly	grace.kelly@oryxschool.qa
Phase Leader EYFS and Year 1	Miss McConville	catherine.mcconville@oryxschool.qa
Phase Leader Year 2 to 4	Mrs Dobinson	ashleigh.dobinson@oryxschool.qa

Key Administrative Staff

Reception	Mrs. Griselda Gonsalves Mrs. Sarah Baki	reception@oryxschool.qa
Nurse	Mrs. Julie Gano Mrs. Diana Consuelo	nurse@oryxschool.qa
Cashier - Fees	Mrs. Ross-Ann Enriquez	finance@oryxschool.qa
Admissions Manager	Mrs. Devika Chadda	admissions@oryxschool.qa

Topic, Skills & Learning Outcomes - Year 1

Curriculum Areas - Year 1

These include: Science, History, Geography, Computing, Design Technology, Art & Design, Languages, Music, and Physical Development.

Science

Working Scientifically

- Answer simple questions stimulated by observations & exploration of their world, e.g. *Why a stone lying on the ground does not move? 'Why did that get hot?'*
- Present evidence in templates provided for them and make simple observations, e.g. *use a simple tally of boy v girls in class. Which is the majority gender?*
- Use evidence to ask questions & recognize that they can be answered in different ways.
- Draw on their everyday experience to help answer questions. e.g. explains that rain makes them wet.

Animals Including Humans

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals. (birds, fish, amphibians, reptiles and mammals, and including pets)
- Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.

Everyday Materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their physical properties.

Plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.
- Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.

Seasonal Changes

- Observe and record changes in the amount of day and night time between the seasons e.g. the longest day is in the Summer time.
- Observe and describe weather change associated with the seasons. e.g. It's colder in Winter than Summer.
- Show understanding of the impact on people and plants resulting from seasonal change. E.g. describes what trees look like in winter compared to summer.

Curriculum areas - Year 1

History

Students should be given the opportunity to apply historical skills in the context of their Home Countries:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality

Chronological Awareness

- Sequence simple pictures within their own experiences
- Begin to use appropriately terminology such as past, then and now

Knowledge and Understanding of Significant Aspects of History

- Compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods

Understand Historical Concepts

- Give a simple explanation of a consequence to an action specifically a result of an event or action of an individual

Organise, Evaluate and Communicate Information

- Write simple sentences to describe an event or period of time
- Obtain ideas about the past from pictures

Geography

Location Knowledge

- Name and locate the world's seven continents and five oceans
- Name and locate Qatar, Home Countries and 2 other countries and their capital cities

Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of Qatar

Human and Physical Geography

- Identify seasonal and daily weather patterns in Qatar
- Use basic geographical vocabulary to refer to key physical features: beach, coast, desert, mountain, hill, forest, sea, ocean, river, season, weather
- Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills and Fieldwork

- Use world maps
- Use simple locational and directional language (near and far; left and right)
- Use simple fieldwork and observational skills to study the geography of their school and its ground e.g. note taking, videoing, data collection, sketches, observations

Curriculum areas - Year 1

Computing

Computer Science

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

Information Technology

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school

Digital Literacy

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Design & Technology

Design

- Think of their own ideas and explain what they want to do
- Describe designs using pictures, model mock-ups and words
- Design a product for themselves and others following design criteria

Make

- Explain what they are making and why
- Select and describe which tools and equipment they are using to cut, shape and join
- Choose materials and explain why they are being used

Evaluate

- Describe how existing products work
- Talk about their own work and others

Technical Knowledge

- Construction: Describe how to make products stronger and use levers or slides in their work
- Use of materials: Measure materials to use in a model or structure; join materials in different ways; use levers or slides in their work

Cooking and Nutrition

- Cut food safely
- Know that they need to wash their hands and make sure that surfaces are clean
- Think of interesting ways of decorating food they have made
- Identify healthy foods and know where some foods come from

Curriculum areas - Year 1

Art & Design

Drawing

- Use texture when drawing (eg. brick rubbings)
- Consolidating fine motor control through the use of different pencils
- Begin to produce lines in a range of different tones using the same pencil
- Work from observation
- Begin to use pastels in different ways, mixing and hatching

Painting

- Mix primary colours
- Begin to use black and white to create tints and tones
- Create a range of marks with a paintbrush and a variety of tools – fingers, card, twigs,
- Create texture using colour and different thicknesses of paint
- Begin to work using different coloured, sized, shaped papers
- Work from direct observation and imagination
- Begin to look at work of other artists

Collage

- Impress and apply simple decoration
- Use glue and paste carefully
- Cut shapes using scissors

3D

- Shape and model from observation and imagination
- Join using a modelling media
- Use techniques such as pinching and rolling when working with mouldable materials
- Build a construction/sculpture from a variety of objects

Printing

- Take a rubbing and prints from object: leaf, hand, onion, etc.
- Develop and produce simple patterns by using objects
- Produce simple pictures by printing objects
- Work from imagination and observation

Exploring

- Respond to ideas to create a composition, image or artifact
- Communicate ideas using a variety of media

Evaluating

- Describe what they think and feel about their own work
- Demonstrate some knowledge about the work of a range of artists, craft makers and designers

Languages

In 2021-22 our pupils in Y1 will receive English, French/Spanish and Arabic lessons (if appropriate) Pupils who are just beginning to learn English, will not take part in French and Spanish lessons until their command of English is good enough for them to access class based tasks independently. During the French and Spanish lessons, pupils will receive additional English lessons.

Curriculum areas - Year 1

Music

Performing

Vocal:

- Sing songs, rounds and chants building rhythmic and melodic memory
- Instrumental:
- Begin to use correct technique for a range of percussion instruments.
- Keep a steady beat and copy simple rhythm pattern

Improvising and Composing

- Choose, create and order sounds for different purposes
- Choose, create and remember higher and lower sound patterns and simple rhythmic patterns
- Invent symbols to represent sounds

Listening and Understanding

- Respond to changes in character through movement, words or pictures
- Talk about music heard with appropriate vocabulary, giving opinions

Dimensions

- Pitch: Recognise and respond to high and low sounds
- Duration: Recognise and respond to steady beats and patterns of long and short sounds
- Dynamics: Understand loud, quiet and silence
- Tempo: Understand fast and slow
- Timbre: Identify families of school percussion instruments and their properties by sound
- Texture: Recognise and respond to one sound and to many sounds
- Structure: Understand and identify the use of beginning, middle, end and the use of introduction and repetition

Physical Education

Games

- Show basic ball control
- Send a ball in the direction of another person e.g. using a simple bounce pass in Basketball
- Take part in sending and receiving activities
- Talk about exercising, safety & short term effects of exercise

Dance

- Copy & explore basic body patterns & movements from a model.
- Remember simple dance steps & perform these in a controlled manner which are performed in order.
- Choose simple actions that link them with sounds & music e.g.
- Slow movements reacting to drum noises.
- Safely perform teacher led warm-ups & can describe & discuss others work

Gymnastics

- Copy & explore basic actions with control & co-ordination (All Areas)
- Develop my range of skills linked to taking off and landing, balance and rolling
- Begin to choose & link simple actions, and I can recognise & use space around me appropriately
- Watch & start to discuss my own work & that of my peers
- Safely begin to perform teacher led warm-up & I am aware of others

Swimming

- Enter the water safely
- Move forward for a distance of 5 metres, feet may be on or off the floor
- Move backwards for a distance of 5 metres, feet may be on or off the floor
- Move sideways for a distance of 5 metres, feet may be on or off the floor
- Scoop the water and wash the face
- Be comfortable with water showered from overhead
- Move from a flat floating position on the back and return to standing
- Move from a flat floating position on the front and return to standing
- Push and glide in a flat position on the front from a wall
- Push and glide in a flat position on the back from a wall
- Give examples of two pool rules

Topic, Skills & Learning Outcomes - Year 2

Curriculum Areas - Year 2

These include: Science, History, Geography, Computing, Design Technology, Art & Design, Languages, Music, and Physical Development.

Science

Working Scientifically

- Make some suggestions about how to find things out or how to collect data to answer a question e.g. "You could see which one stretches more"
- Compare objects, materials and living things e.g. compare the limbs of different animals; texture/hardness of different materials
- Decide how to sort and group them & observe changes over time
- Use and interpret simple tables where appropriate e.g. blocks graphs, pictograms
- Use what they see and their own ideas to suggest answers to questions e.g. says that a plant will die without water

Animals Including Humans

- Observe that animals, including humans, have offspring which grow into adults
- Describe the basic needs of animals, including humans, for survival e.g. the need for water, food and air
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. e.g. for nutritional purposes
- List/draw the things an animal needs to live/survive and understand that they live in different habitats

Everyday Materials

- Use observations to group objects, living things, or events e.g. groups different animals based on the number of legs, group solids that dissolve or don't
- Demonstrate understanding of how some materials are used for more than one thing e.g. metal can be used for coins, cans, cars
- Know that the shapes of solid objects made from some materials can be changed by squashing, bending, twisting & stretching. E.g. Observe which materials stretches more
- Describe the effects of heating, cooling, stretching, bending and squashing e.g. Water will boil safely in a metal kettle. It wouldn't if it was made from plastic

Plants

- Observe how seeds and bulbs grow into mature plants e.g. Seeds and bulbs need water to grow but most do not need light
- Find out how plants need water, light and a suitable temperature to grow and stay healthy e.g. says that a plant will die without water

Curriculum areas - Year 2

History

Students should be given the opportunity to apply historical skills in the context of their Home Countries:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality

Chronological Awareness

- Identify similarities and differences between their lives and events studied
- Recognise that dates are used to identify when events happened in the past

Knowledge and Understanding of Significant Aspects of History

- Draw simple conclusions and deduce information on the past from pictures and information
- Beginning to give simple reasons why changes occurred in the past

Understand Historical Concepts

- Give more than one effect of an event and give simple explanations

Organise, Evaluate and Communicate Information

- Describe an event using temporal markers to show structure
- Connect ideas and give simple phrases as to why an event occurred
- Begin to understand that information on the past may differ

Geography

Location Knowledge

- Identify characteristics of Qatar, Home Countries and 2 other countries and their capital cities and their surrounding seas

Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area in Home Countries, and of a small area in a contrasting country

Human and Physical Geography

- Use basic geographical vocabulary to refer to key physical features: beach, coast, desert, mountain, hill, forest, sea, ocean, river, season, weather
- Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify Qatar
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment – fieldwork in the local area/close proximity to the school e.g. the road, park and shops

Curriculum areas - Year 2

Computing

Computer Science

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

Information Technology

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school

Digital Literacy

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Design & Technology

Design

- Think of own ideas and plan what to do next
- Select the best tools and materials and a reason why these are best tools or materials
- Describe my design by using pictures, diagrams, model mock-ups, words and ICT
- Design a product for others following design criteria

Make

- Explain what they are making and why their audience will like it
- Join materials/components together in different ways
- Select materials and explain why they are being used depending on their characteristics

Evaluate

- Describe what went well with their work
- Evaluate what they would do differently if they did it again and why
- Judge their work against the design criteria

Technical Knowledge

- Mechanisms: Join materials together as part of a moving product and use axels and wheels in their work
- Textiles: Measure textiles and join them together to make something, explain why they chose a certain textile

Cooking and Nutrition

- Describe the properties of the ingredients they are using and why it is important to be varied their diet
- Explain what it means to be hygienic
- Can say where food comes from i.e. animals, underground, over ground etc

Curriculum areas - Year 2

Art & Design

Drawing

- Show increasing pencil control and produce a growing range of patterns and textures with a single pencil using a range of tones
- Work from direct observation and imagination
- Use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc.
- Use soft pastels competently and begin to experiment with oil pastels

Painting

- Mix a range of colours (eg. secondary)
- Begin to explore the relationship between colour and moods / feelings – red - angry fire
- Colour matching, replicating patterns and textures around them
- Use the brush to create a wide range of marks that are being used in their work
- Work in different ways and on a variety of different coloured, shaped paper

Collage

- Cut a variety of shapes to complete a composition
- Investigate texture with paper e.g. scrunching and screwing paper up to create a composition
- Use a range of decorative techniques

3D

- Use equipment in a correct and safe way
- Shape and form from direct observation or imagination
- Use a range of decorative techniques: applied, impressed, painted, etc.
- Construct from found junk materials
- Replicate patterns and textures in a 3-D form

Printing

- Create patterns and pictures by printing from objects using more than one colour
- Use relief printing: string, card, etc.
- Produce clean printed image
- Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.

Exploring

- Communicate their own ideas and meanings through a range of materials and processes
- Identify the different forms art takes: books, pictures, wallpaper, fabrics, etc.

Evaluating

- Discuss the work of a range of artists, sculptors, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Languages

We teach English, Arabic, and French in Year 2. Pupils who are just beginning to learn English, will not take part in lessons until their command of English is good enough for them to access class based tasks independently. During the French lessons, pupils will receive additional English lessons.

Listening & Comprehension

Understand conventions such as taking turns to speak, valuing the contribution of others

Speaking

Respond to familiar spoken words and phrases

Reading & Comprehension

Read aloud in chorus, with confidence and enjoyment, from a known text

Curriculum areas - Year 2

Music

Performing

- Vocal:
 - Sing songs, rounds and chants and use simple vocal patterns as accompaniments
- Instrumental:
 - Use correct technique for a range of percussion instruments
 - Choose and play patterns with increasing confidence

Improvising and Composing

- Choose, create and order sounds to show simple contrast
- Choose, create and remember higher and lower sound patterns and rhythmic patterns
- Invent symbols to represent sounds

Listening and Understanding

- Respond to changes in mood through movement, words or pictures
- Give opinions, justifying musical ideas with appropriate vocabulary

Dimensions

- Pitch: Recognise and respond to higher and lower sounds and general shapes of melodies; begin to recognise steps, leaps and repeated notes
- Duration: Recognise, respond and distinguish between beat and rhythm. Understand that rhythmic patterns fit to the beat
- Dynamics: Understand getting louder and Quieter
- Tempo: Understand getting faster and slower
- Timbre: Identify the way sounds are made
- Texture: Recognise and respond to different layers in music
- Structure: Understand and identify the use of beginning, middle, end and the use of introduction and repetition

Physical Education

Games

- Take part in opposed conditioned games e.g. taking on the role of attacker or defender within a given game
- Talk about exercise, safety & short term effects of exercise making reference to the changes that happen in the body

Dance

- Respond imaginatively to a variety of stimuli including types of music and instruction
- Say what I liked about another's performance

Gymnastics

- To construct basic sequences
- Identify the difference between my performance & that of others
- Understand the need for warm up & cool down, and also what is happening to my body during exercise

Swimming

- Jump in from poolside safely to a minimum depth of 1.0 metre
- Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged
- Move from a flat floating position on the back and return to standing without support
- Move from a flat floating position on the front and return to standing without support
- Push from a wall and glide on the back – arms can be by the side or above the head
- Push from a wall and glide on the front with arms extended
- Travel using a recognised leg action with feet off the pool floor on the back for 5 metres
- Travel using a recognised leg action with feet off the pool floor on the front for 5 metres
- Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing
- Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing
- Perform a log roll from the back to the front

Curriculum areas - Topics

Key Stage 1					
Year 1			Year 2		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • My World • How do we live our lives? • What journeys do we take? 	<ul style="list-style-type: none"> • How can we discover the past? • What do our clothes say about us? 	<ul style="list-style-type: none"> • How do we live in our world? 	<ul style="list-style-type: none"> • My World • Is it shocking? • Where does water come from? • What is sensational? 	<ul style="list-style-type: none"> • What can you see around you? • What's on the menu? 	<ul style="list-style-type: none"> • How do we have fun?



The National Curriculum for English - Year 1

A guide for parents - Year 1

At Oryx International we promote writing through the Talk4writing approach. Parents can find out more about Talk4Writing by visiting their website.

During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics approach. In Oryx we use the Ruth Miskin Read Write Inc Phonics Scheme.

Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 1, some focuses may include:

- Listen and respond to adults and other children
- Ask questions to extend their understanding
- Learn new vocabulary related to topics or daily life

Reading Skills

- Learn the 40+ main speech sounds in English and the letters that represent them
- Blend sounds together to form words
- Read aloud when reading books that contain familiar letter sound patterns
- Listen to, and talk about a range of stories, poems and non-fiction texts
- Learn about popular fairy tales and folk stories, and retell the stories
- Join in with repeated phrases in familiar books
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to

Writing Skills

- Hold a pen or pencil in the correct and comfortable way
- Name the letters of the alphabet in order
- Write lower-case letters starting and ending in the right place
- Write capital letters, and the digits 0 to 9
- Spell simple words containing the main sounds they've learned in reading
- Spell the days of the week
- Learn to write words with common endings, such as -ed, -ing, -er and -est
- Plan out sentences aloud before writing them
- Write simple sentences, and those using joining words such as 'and'
- Begin to use full stops and capital letters for sentences
- Combine some sentences to make short descriptions or stories

Parent Tip!

We offer books to read at home; these will range from a mix of books which your child can read to you, and those which are more complex that they can listen to you read to them. Both are important skills.

The National Curriculum for English - Year 2

A guide for parents - Year 2

At Oryx International we promote writing through the Talk4writing approach. Parents can find out more about Talk4Writing by visiting their website.

As children move through Key Stage 1, the new curriculum intends that almost all children will secure the basic skills of decoding so that they can become fluent readers. As their reading confidence grows they can begin to write their own ideas down.

Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once children are able to 'decode' the writing, they can then start to make sense of the words and sentences in context. Watch out for hard-to-decode words such as 'one' and 'the'. These just have to be learned by heart.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 2 some focuses may include:

- Articulate and justify answers and opinions
- Give well-structured explanations and narratives, for example in show-and-tell activities

Reading Skills

- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2
- Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as -ing and -less
- Read words which don't follow phonetic patterns, such as 'one' and 'who'
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, and self-correct reading where necessary
- Make predictions about what might happen next in a story
- Children will be expected to read aloud books which are appropriate for their reading ability. During Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's books.

Writing Skills

- Form letters of the appropriate size, using capital letters where appropriate
- Use appropriate spaces between words when writing
- Begin to use joins between letters where needed
- Spell longer words by breaking them into their sound parts
- Learn to spell some common homophones, recognising the difference between them
- Use the possessive apostrophe in simple phrases, such as 'the boy's football'.
- Write about real events and personal experiences
- Plan out writing in advance, including by writing down key words
- Re-read writing to check that it makes sense and to make corrections, including punctuation
- Use question marks, exclamation marks, apostrophes and commas in lists
- Use the present and past tenses correctly in writing
- Begin to write longer sentences by using conjunctions, such as 'and', 'but', 'if' or 'because'
- Homophones are words which sound the same, such as 'blue' and 'blew', or 'one' and 'won'

Parent Tip!

Reading aloud at home continues to be vitally important at this age. You may even get your child to read their own writing aloud, attempting to add expression appropriate to the sentence.

The National Curriculum for Maths - Year 1

A guide for parents - Year 1

At Oryx International School, we use the Power Maths scheme. Parents can find information about Power Maths on the Pearson website.

As children begin their compulsory schooling in Year 1, schools will naturally work to build on the learning that takes place in the Reception year. Here are some of the main things your child is likely to be taught during their time in Year 1.

Number and Place Value

Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.

- Count, both forwards and backwards, from any number, including past 100
- Read and write numbers up to 100 as digits
- Count in 2s, 5s and 10s
- Find 'one more' or 'one less' than a number
- Use mathematical language such as 'more', 'less', 'most', 'least' and 'equal'

Calculations

- Use the +, - and = symbols to write and understand simple number calculations
- Add and subtract one and two digit numbers, up to 20
- Solve missing number problems, such as $10 - ? = 6$
- Begin to use simple multiplication by organising and counting objects

Fractions

- Understand $\frac{1}{4}$ and $\frac{1}{2}$ to explain parts of an object or number of objects

Measurements

- Use practical apparatus to explore different lengths, weights and volumes
- Use language such as 'heavier', 'shorter' and 'empty' to compare things they have measured
- Recognise the different coins and notes of British currency
- Use language of time, such as 'yesterday', 'before', days of the week and months of the year
- Tell the time to the hour and half-hour, including drawing clock faces

Shape

- Recognise and name some common 2-d shapes, such as squares, rectangles and triangles
- Recognise and name some common 3-d shapes, such as cubes, cuboids and spheres
- Describe movements, including quarter turns

Parent Tip!

There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes & Ladders.

You can also begin to explore using money and clocks both in play at home and when out and about.

The National Curriculum for Maths - Year 2

A guide for parents - Year 2

At Oryx International School, we use the Power Maths scheme. Parents can find information about Power Maths on the Pearson website.

During Key Stage 1, there is a big focus on developing basic number skills. That means securing a good understanding of place value, and recognising number bonds to 20. Practising these skills frequently will help children's mathematical thinking throughout school.

Number bonds are essential to the understanding of maths. Children in Year 2 learn their number bonds to 20, that is being able to quickly recall the total of any two numbers up to 20, e.g. $5 + 9 = 14$, rather than having to count on to find the answer.

Number and Place Value

- Recognise place value in two-digit numbers, e.g. knowing that the 1 in 17 represents 10
- Read and write numbers up to 100 as words
- Count in 2s, 3s and 5s
- Compare and order numbers up to 100
- Use the $<$ and $>$ symbols to represent the relative size of numbers

Calculations

- Recall number bonds up to 20 fluently
- Add and subtract numbers mentally and using objects, including two-digit numbers
- Show that adding two numbers can be done in any order, but subtracting cannot
- Recognise that addition and subtraction are inverse operations
- Learn the multiplication and division facts for the 2x, 5x and 10x tables
- Show that multiplying two numbers can be done in any order, but dividing cannot
- Solve problems using the \times and \div symbols

Fractions

- Find $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of an object or set of objects
- Find the answer to simple fraction problems, such as finding $\frac{1}{2}$ of 6

Measurements

- Use standard units to measure length (centimetres and metres), mass (grams and kilograms), temperature (degrees and celsius) and capacity (millilitres and litres)
- Use the £ and p symbols for money amounts
- Combine numbers of coins to make a given value, for example to make 62 pence / 25 riyal
- Tell the time to the nearest five minutes on an analogue clock
- Know the number of minutes in an hour and hours in a day

Shape

- Identify the number of sides and a line of symmetry on 2-d shapes
- Identify the number of faces, edges and vertices on 3-d shapes
- Use mathematical language to describe position and direction, including rotations and turns

Graphs and Data

- Construct and understand simple graphs such as bar charts and pictograms

Parent Tip!

Parents can always take a lead role in practical maths. Encouraging your child to help with the purchasing of small items at the shops, or measuring themselves and others, is a great way to start exploring number relationships.

Assemblies & trips, Parent portal, School policies

Assemblies form an important part of the pastoral programme.

Assemblies

Assemblies will take place on a weekly basis from FS2 to Year 6. Primary will also hold Key Stage Assemblies on a weekly basis.

Class Teachers will be responsible for providing a programme of assemblies and each class will contribute to an assembly during the year.

Field trips and outings

School trips are considered important to your child's learning, all visits are encouraged as they are associated with schoolwork and projects. Parents will be required to give permission for all outings and will be asked to cover the cost of arranged trips, including transport and entrance fees, we will try to keep costs to a minimum. All trips are risk assessed in advance and signed off by the Executive Principal.

Parents will be provided with a Transportation Agreement Policy via a link at the beginning of the academic year, which needs to be completed as per the email instructions.

A Trip Permission Form will be sent out for each trip, which needs to be completed and returned to the Class Teacher or Form Tutor.

Parent Portal

Our Parent Portal will give you access to relevant school information, most importantly your child's School Report as well as the School Calendar and essential school documents and forms.

To create an account, our technical team will send you an email with the link to the parent portal

<https://parentsoryx.orbitaled.com/>

and your personal registration details which will include your registration number and password with a step-by-step process to follow.

Once you have set up your account please check under 'COMMUNICATION --> MY CONTACT INFORMATION' to update your contact details, this will ensure that the school has your current information.

If you have any difficulties with setting up your account, you can contact IT on +974 4036 0088 for assistance.

School Policies

Our main school policies can be found on our website: <https://oryxschool.qa/school-life/school-policies-reports>, other policies will be made available through the Parent Portal.

Policies on our website include:

- Admissions
- Anti-bribery & Corruption
- Anti-bullying
- BYOD (Bring your own device to school)
- Child Protection and Safeguarding
- Concerns and Complaints
- Curriculum
- EAL (English as an Additional Language)
- Equal Opportunities
- Fee Schedule and Regulation Agreement
- First Aid
- Global Citizenship, Internationalism and Intra-culturalism
- Health and Safety
- Online Safety
- Parent Code of Conduct
- Peer on Peer Abuse
- Rewards and Sanctions - Primary
- Rewards and Sanctions - Secondary
- SEND
- Staff Behaviour - Code of Conduct
- Student Attendance
- Withdrawal Form

Drop off and pick up procedures

Our designated drop off and pick-up area is on the side of the school facing Barwa City via Gate 2. School buses and secondary student drop off area is at the main entrance gates at the front of the school. All children must be collected promptly at the end of the school day/ after an ASA/ at the end of after school care. **Staff are not available to supervise children after hours.**

Primary students:

- KS1 and 2 parents must drop their children off at the security gates next to the **PRIMARY ENTRANCE** (gates 3 & 4) and they can walk to and from their classrooms on their own. Parents can collect children from the security gate at the end of the day. Parents should notify the KS2 classteacher, via Dojo, when they arrive at the security gate. Children will then be released to meet their parent at the gate.
- Your child should arrive to school with their school bag, a healthy snack and lunch, a water bottle, wearing sunscreen, their school hat and in full school uniform. If your child has swimming lessons then please send them to school with their swimming costume, hat and goggles in a swimming bag.
- If your child has PE lessons, they can come to school dressed in their PE clothes. Girls from Year 5 and above will need to wear their tracksuit trousers over their PE shorts to and from school, these may be removed only during PE lessons on the school premises.
- Please ensure that you have applied sunscreen on your child before arriving to school each day during the summer months. It is advisable to purchase a longer lasting sunscreen so that it will last the entire day. Children are also required to wear the school legionnaire hat or cap during outdoor play.
- Children who are attending after school care will be accompanied to their aftercare classroom by a member of staff. (if offered in the new academic year)
- **Walking home from school:** Students in Years 5 & 6 will require a **written permission slip** from their parents to walk home from school, this must be handed in at the Main Office Reception, the Executive Principal will then approve the request and all necessary staff notified.
- Students **going home with another student/sibling/ different parent** will require written permission from their parents, this must be handed to the child's class teacher or send a message on Dojo, before the school will release them.

PLEASE NOTE:

- Parents should always wait in the designated area/s provided.
- The Class Teacher/Form Tutor will release your child to you at the end of each school day.
- Please do not enter any classroom/s without permission.

School ID cards - keeping your children safe

All parents and guardians must have a Parent ID Pass for security requirements, please provide us with the following:

- School ID form, which must be returned to photo-id@oryxschool.qa,
- a passport photo of yourself,
- a passport photo of any other guardians mentioned on the form.

Once your card/s are ready, you will receive an email to collect these from the Main Office Reception.

If you do not have a school ID Card, please register at the Main Office Reception, access may be denied onto the school grounds if you do not have your school ID Card with you.

Registration, attendance, home learning, progress



DID YOU KNOW?

An attendance level of 90% means your child is missing **1 day of learning every two weeks...**

Each Class Teacher will take registration at the beginning of the school day starting at 07.15, please make sure that your child arrives at school on time.

If your child is **late** i.e. after 07.15, your child **MUST** report to the Main Office Reception to be signed in and to ensure that they are marked as present to maintain our Fire and Safety Register. You can leave your child at the security gate and a staff member will ensure that they are taken to Reception.

If your child is **sick or not coming in to school for the day**, please follow the below steps:

1. Email or call the Main Office Reception on reception@oryxschool.qa or +974 4036 0063,
2. Communicate with your Class Teacher via Dojo (Primary) or Form Tutor via email (Secondary),
3. Please let us know the reason they will not be in school for registration purposes, any students without a reason will be marked as an unauthorised absence.

Attendance

If you do keep your child at home, it is important to phone +974 4036 0063 or email reception@oryxschool.qa the Main Office Reception before 07.15. Let us know that your child won't be in and the reason. We require this for registration purposes. All reasons for absence must be forwarded to the school office by the date of the child's return to school at the latest.

All absences require an explanation from a parent. Medical absences exceeding three days require a medical note from a doctor. Failure to provide a reason for absence will result in a 'Non Compliance' entry on your child's register,

which is subject to review and possible further action by the Executive Principal.

We understand that sometimes children get ill and are unable to attend school; however, we expect a minimum of 95% attendance. Attendance rates deemed detrimental to a student's learning may be reported to Qatar Airways and the MoE&HE. Any child below a 90% attendance within the first term, will be noted on your child's register and you will be called in to meet with the Executive Principal. If this continues in Term 2 and 3 Qatar Airways management will be informed.

Home learning

Home learning is an important part of school life and is necessary to reinforce knowledge, skills and concepts. All children are expected to complete age appropriate home learning assignments as set by the teacher. Home learning includes specific tasks or ongoing assignments or tasks.

In Primary home learning tasks will be sent home via the Class Dojo and/or in the Home Learning book.

Please communicate directly with the teacher if you have any queries with regards to your child's home learning assignments.

Progress / assessments, parent meetings and reports

Please note: Meetings may take place by ZOOM if required.

Whilst formal meetings are important, we especially value day-to-day contact with parents. The Class Teachers are always pleased to see parents on an informal basis via an appointment.

Parents receive written reports on a termly basis and are invited to discuss their child's progress at 'Parent Teacher Student meetings'.

Communicating with the school

At Oryx International School we pride ourselves on our communication and relationships we build with parents. Our aim is to reassure you that your child is supported and cared for and we want to establish a trusting relationship with you on your child's progress, development and well-being. Parents are always welcome at school. We believe that good communication between home and school is very important.

Early Years Foundation Stage and Primary

Class Dojo is a communication app for the classroom. It connects teachers, parents, and students who use it to share photos, videos and messages through the school day.

To connect to Dojo:

- search for the Dojo App via your mobile's App Search function;
- download to your phone;
- search for Oryx International School;
- connect to the school and to your Class Teacher;
- your Class Teacher will give you 'rights' to access the App

You will receive a notification when a message has been sent to you by your child's teacher, these will include the most up-to-date messages, notifications, reminders, pictures/videos of learning and achievements, as well as when your child has been rewarded with a dojo for positive behaviour.

You have the opportunity to message the Class Teacher privately via Dojo or email about any concerns or enquiries you may have. Teachers will reply within 24 hours during the working week. Teachers will not be able to respond to comments during teaching hours.

~~Parents are always welcome and invited into the school.~~ We strive to listen to your feedback and comments. Feel free to schedule an appointment to come and speak with the Class Teacher if you require a comprehensive discussion.

Parent teacher consultations will take place three times per year. This will give you the opportunity to meet with your child's teacher and discuss their progress and behaviour for learning. You will be given information in advance about timings for these meetings.

Your child will be given a **home schoolbook**, which will contain lots of useful information and a place for you to sign when you listen to your child read.

Other communication methods

Executive Principal updates will be sent weekly - and more frequently as required - to keep parents informed of developments ~~particularly during the current pandemic,~~ and to remind parents of matters of importance.

Parent Portal: The parent portal will be used to communicate information between school and home on a regular basis. An email will be sent to all parents on how to sign up for this.

Student email: Parents will automatically receive an email copy via iSams, every time your child receives an email from teachers

Electronic Bulletin Boards: These boards can be found around the main school and will display relevant school information and photos.

Website: You will also be kept up-to-date via our school website at <https://oryxschool.qa/news>

Social Media: The school updates our Social Media channels regularly to keep parents informed of activities in class, school events with lots of exciting photos.

Please follow and like us on:

- Facebook: [@OryxSchool](#)
- Twitter: [@OryxSchool](#)
- Instagram: [oryx_school](#)
- YouTube: Oryx School

We will upload all the latest photos, news, videos and events.

Newsletter: The school will email a newsletter to you before the mid-term and end of term holidays. The newsletters will include whole school news, information on events and important reminders, as well as highlighting our whole school or individual achievements. If your child receives any successes outside of school, please let us know so that we can include it in our newsletters to celebrate your child.

School uniform

Our school uniform is **supplied by Noble House Trading**. You can either purchase directly from the shop or via their website. Both options can be found below:

Address

Barwa Commercial Avenue, Safwa Building - Unit no 30,
Gate 10 from the back side (near TechnoQ)

Opening times: Saturday – Thursday, 10:00 - 19:00

Telephone number: +974 4039 0264

Customer Care number: +974 3381 3328



To purchase the uniform online:

www.noblehouseqatar.com

Log on, locate ORYX, create an account and you can shop.

Use the following code when making your online order:
OX1104.

Email: info@noblehouseqatar.com

The school uniform is compulsory; however, there are items that are optional e.g., the cardigan or jumper do not need to be purchased. However, if your child is cold while in school they can only wear the school cardigan or jumper, they may not wear any other brand of clothing.

The school uniform brochure is available on our website. This includes all the prices and guidelines.

<https://oryxschool.qa/school-life/school-essentials>

General

- Hijab colours may include grey, black or burgundy. White socks (girls and boys) (compulsory)
- Black tights (girls) with the school uniform.
- Leggings are not permitted to be worn with the school uniform.
- Water bottle (not compulsory)
- *Please ensure that ALL belongings are clearly and permanently labelled with your child's name and class.*



School uniform

Primary

Primary School: Years 1 - 6



Girls:

- Floral summer dress &/or collared white blouse with school logo and tartan skirt &/or trousers.
- Cotton blend burgundy cardigan with school logo.
- PLEASE NOTE: Skirts and dresses must cover girls knees.

Boys:

- Collared white shirt with school logo and grey shorts &/ or long trousers.
- Cotton blend burgundy jumper with school logo.



General:

- School legionnaires or sun hat.
- Children can wear their PE kits on swimming days - they should come to school wearing their swimming costumes under their PE kits.

Swimming costumes:

- Any culturally appropriate swimwear can be worn.

PE uniform



PE Uniform

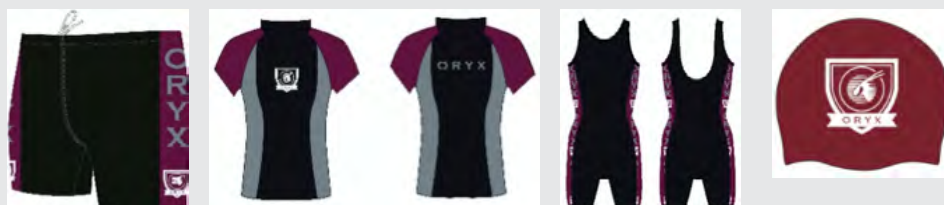
- Burgundy polo shirt (compulsory) with school logo and burgundy shorts (either shorts or black tracksuit trousers or both).
- Girl's leggings for under shorts.
- Black tracksuit trousers.
- Burgundy sport fleece with school logo.

- Any trainers can be used with the PE or Sport Kit.
- PE Bag (not compulsory)

Sport Fixture Kits will be provided by the school for fixtures, these will need to be returned after being used washed and ironed.

School uniform

Swimwear



Swimming costumes:

- Black swimming costumes similar to the examples above can be purchased for PE and swim team requirements. School swimming costumes are NOT available to purchase for the moment, parents will be informed when they are in store.
- Boys – Jammer and/or rash vest.
- Girls – Any combination of the above can be purchased, black long legging jammers will be permitted with the rash vest.
- Burgundy swimming cap with school logo. (compulsory) and is available from the Uniform Shop.

House Kit

Venus	Mars	Jupiter	Saturn	Mercury	All Houses

Girls and Boys:

- Blue (Saturn), red (Mars), yellow (Jupiter), green (Venus) or orange (Mercury) t-shirts with house names and school logo (a house will be allocated to your child when they start school).
- Black shorts.
- Year 3 and upwards, black leggings must be worn under the shorts.

Shoes

Permitted	Not Permitted




- Black leather school shoes. (trainers or shoes with logos are not permitted) (compulsory)
- Black leggings to go under PE Shorts for PE and sport fixtures only.

School uniform

Jewellery

- Students may wear one set of stud earrings, nose and other piercings are forbidden except for cultural reasons and only with the express written permission of the Executive Principal.
- Students may wear a watch but no other jewellery is permitted, e.g. necklaces, rings, etc.
- Jewellery must be removed or covered with tape or a band-aid for PE and certain other activities in school.

School bags (any one of the below can be purchased)

Book bag	Infant backpack	Classic backpack
		
<ul style="list-style-type: none"> Book bag (limited stock) 	<ul style="list-style-type: none"> EYFS to Year 2 Infant backpack 	<ul style="list-style-type: none"> Year 3 - 6 Classic backpack

Bus service

Our new bus transportation supplier is New Image Building Services. Parents will deal directly with them and not with the school Main Office. You can email them on jennica@newimagebldg.com or call +974 5597 0138. For further information go to our website here: <https://oryxschool.qa/school-life/school-essentials>



Is my child too ill for school?

Please note take note of the separate COVID-19 Symptoms and Procedures sent out to all parents to follow.

It can be tricky deciding whether to keep your child off school when they are unwell. Please follow the guidelines set below to assist with this decision.

Chickenpox

If your child has chickenpox, please keep them off school until all the spots have crusted over. This is usually about 5 days after the spots first appeared.

Cold sores

There's no need to keep your child off school if they have a cold sore. Encourage them not to touch the blister or kiss anyone while they have the cold sore, or to share things like cups and towels

Conjunctivitis

You don't need to keep your child away from school if they have conjunctivitis. Do get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.

Coughs and colds

It's fine to send your child to school with a minor cough or cold. But if they have a fever, please keep them off school until the fever goes. Encourage your child to throw away any used tissues and to wash their hands regularly.

Ear infection

If your child has an ear infection and a fever or severe earache, please keep them off school until they're feeling better or their fever goes away.

Fever

If your child has a fever, please keep them off school until the fever goes away.

Hand, foot and mouth disease

If your child has hand, foot and mouth disease but seems well enough to go to school, there's no need to keep them off. Encourage your child to throw away any used tissues straight away and to wash their hands regularly.

Head lice and nits

Treat head lice as soon as you spot them. You should check everyone in the house and treat them on the same day if they have head lice. Children can return to school once the condition has been treated.

If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let their teacher know. All medication must be provided to the school nurse, labelled and in a box with the exact dispensing instructions.

Impetigo

If your child has impetigo, they'll need antibiotic treatment from the GP. Keep them off school until all the sores have crusted over and healed, or for 48 hours after they start antibiotic treatment. Encourage your child to wash their hands regularly and not to share towels, cups and so on with other children at school.

Ringworm

If your child has ringworm, see your pharmacist unless it's on their scalp, in which case you should see the GP. It's fine for your child to go to school once they have started treatment.

Scarlet fever

If your child has scarlet fever, they'll need treatment with antibiotics from the GP. Otherwise they'll be infectious for 2 to 3 weeks. Your child can go back to school 24 hours after starting antibiotics.

Slapped cheek syndrome (fifth disease)

You don't need to keep your child off school if they have slapped cheek syndrome because once the rash appears, they're no longer infectious. If you suspect your child has slapped cheek syndrome, take them to the GP and let their school know if they're diagnosed with it.

Sore throat

You can still send your child to school if they have a sore throat. But if they also have a fever, they should stay at home until it goes away.

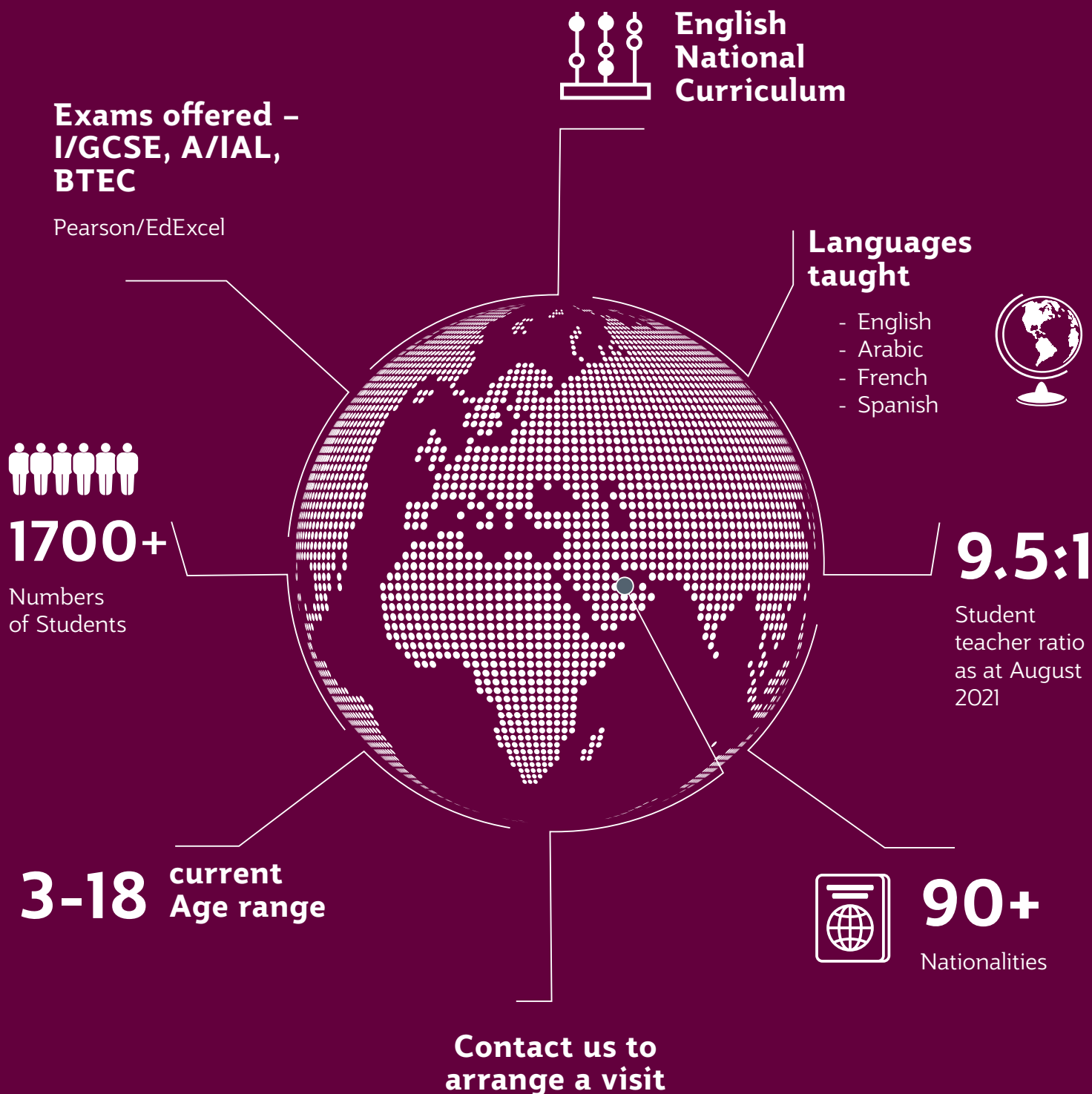
Threadworms

You don't need to keep your child off school if they have threadworms. Speak to your pharmacist, who can recommend a treatment.

Vomiting and diarrhoea

Children with diarrhoea or vomiting should stay away from school for 2 days after their symptoms have gone.

Our school at a glance



British education for
children aged 3-18 years

www.oryxschool.qa